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ABSTRACT

The two issues of Linking_Learning published in 1999 update the education community and others regarding six migrant education technology projects funded by the U.S. Department of Education. The projects are the Anchor School Project, InTime (Integrating Technology into Migrant Education), MECHA, KMTP (Kentucky Migrant Technology Project), ESTRELLA, and SYNERGY. These projects test the utility of technology to improve learning opportunities and life choices for students in migrant labor families. "Mentors and Mentees Meet on the Rio Grande" describes a special weekend event in which 17 migrant secondary school students and the college students who serve as their online mentors in the ESTRELLA project attended workshops on mentoring and preparing for college. "Online Coursework Expanding as Projects Meet Needs" examines the use of online courses in ESTRELLA, KMTP, and InTime. "Families Make TV a Learning Asset" discusses InTime's delivery of Ready to Learn workshops for Oregon's migrant preschool children and their families via public television. Other articles include profiles of the six project webmasters; "Visual Learning Activities in ESTRELLA" (Jeri Kinser); "Kids in Space: Migrant Children Go to Space Camp" (Christy Casbon); "Kentucky Kids Explore and Learn" (on field trips to a zoo and a science center); and "MECHA Migrants Talk to Teachers Online." (Contains photographs and project contact information, including Web sites.) (SV)

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LINKING_LEARNING

Spring 1999 MIGRANT EDUCATION TECHNOLOGY PROJECTS

Mentors and Mentees Meet on the Rio Grande

After six months of communicating via e-mail, 28 ESTRELLA cyber mentors and 17 secondary school mentees came face to face at a special weekend event in San Antonio last November. ESTRELLA students from the Eagle Pass, La Joya, Pharr-San Juan-Alamo and Weslaco, Texas school districts journeyed to the home campus of their mentors, the University of the Incarnate Word (UIW).

This weekend was a long-awaited event for people whose friendships were created "online." ESTRELLA students migrate from Texas to work in Montana, Illinois and New York. They stay connected to school by completing coursework on laptops, and each is assigned a cyber mentor. The cyber mentors are enrolled at UIW, and take on mentoring as part of their undergraduate service requirement.

The weekend was also a time for encouragement and teaching by a special guest, Fabiola Tafolla. The daughter of farmworkers in California's Central Valley, Fabiola introduced President Clinton in January 1998 when he announced the HOPE Scholarship tax credit. At the 1998 National Migrant Education Conference, Fabiola shared many of her mentoring experiences. Fabiola graduated from Mt. Holyoke College, and credits much of her success to her parents and others who encouraged her.

On Friday afternoon, November 20, Fabiola and Bob Lynch, Cyber Mentor Coordinator from the BOCES Geneseo Migrant Center in New York, met with the UIW cyber mentors. Fabiola and the UIW students talked about the high and low points of mentoring, what it is like both to mentor and to be mentored, and considered guidelines for successful mentoring.

Early Saturday morning the students and chaperones boarded buses and vans and set out for San Antonio.

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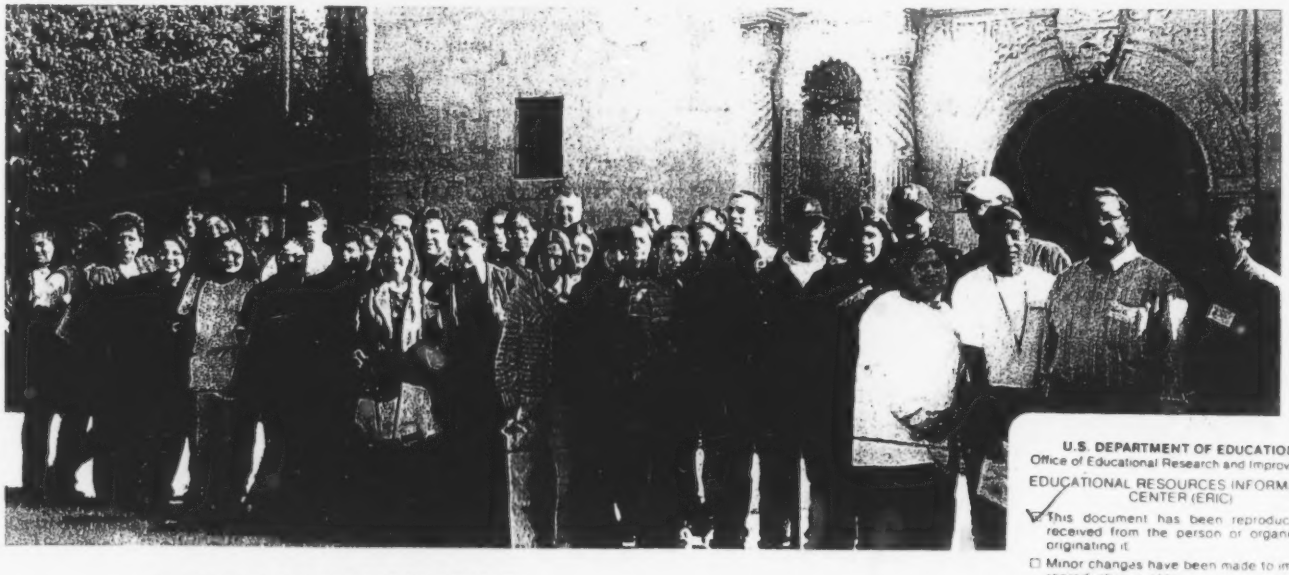
"I now have a better perspective of what migrant students feel and experience and can relate to my mentee more effectively."

Cyber Mentor, University of the Incarnate Word



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After arrival, they had time to use the campus recreation facilities and eat lunch, and then everyone gathered to finally meet. At the initial session, several key questions were addressed: Why are we here? What's going to happen here? What are the ground rules?

Because corresponding electronically is not the same as spending time with a friend, some warm-up activities had been designed to start things off. A good beginning came from dividing into groups of four or five mentors, mentees and chaperones to build straw towers. Each group presented their tower to the larger group. Working together reveals all!

Fabiola Tafolla then addressed everyone, sharing her personal experiences and emphasizing the process of preparing for and applying to college. She also spoke about going to college away from home and family. Mentees brainstormed the top ten things they wanted to know about college; Fabiola, Bob Lynch and the mentors tried to respond. The mentees received a packet of materials on scholarship applications, time lines for application, essay format guides and bilingual information for parents. The written materials underscored the point of the lively debates. Both the talk and the take-home packet helped students focus on college enrollment, and how to make it happen.

Following this focused activity, there was time for walking tours of the university and dinner in the dorm cafeteria.

In the evening the students were honored at a special celebration, *Light the Way*. The President of the University recognized the students and welcomed them. Each participant received a candle; each candle was lit as students filed out of the convocation center. ESTRELLA students and mentors joined UIW students and faculty, as well as others from the greater San Antonio community, in a procession of lights. This ceremony began the holiday season, as thousands of colored lights were turned on and began to twinkle all over the campus.

Wake up calls came as early as 6:30 on Sunday morning, because everyone had to get up, pack, eat breakfast and be on the bus to head downtown by 8:15. Joined by some cyber mentors, the students headed for *Let Freedom Ring*, an IMAX movie on the Alamo, followed by a tour of the Alamo, lunch at a restaurant on the Riverwalk, and a boat cruise on the San Antonio River. By 1:30 everyone was on the way home. Rio Grande Valley students returned by about 6:30, while the Eagle Pass contingent returned to their families a couple of hours earlier. Talk about a full weekend!

Follow-up evaluations showed that 60 percent of the students rated the workshop "excellent" and 40 percent found it "very good." Many mentees identified "getting to know others" and "getting to know more about college" as particularly valuable. And actually seeing their cyber mentor and talking in person was valuable all around.

Possible improvements suggested by the evaluations include having more time and attending a college class. Other suggestions for learning about college life are now part of the ESTRELLA working materials, and will be used next year.

ESTRELLA and local school district staff gave the weekend four stars. Future adjustments might include more structured activities for cyber mentors and students, a more active role for the chaperones, and more details on college life. This looks like an annual event.

"I think Fabiola Tafolla served as a great example to all the migrant students. Simply taking part in the workshop together, I think, gave them a sense of reassurance. To reach, dream and achieve—and they, too, can achieve!"

"We got to know our cyber mentor and the way college life is."

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Online Coursework Expanding as Projects Meet Needs

In creating the Migrant Education Technology Grant Program, the Department of Education hoped that results from the projects would benefit all students across the country. The number of students who move many times a year, and who cannot attend school in the usual way, is steadily rising nationwide.

One effort that seems certain to benefit all students is online coursework. OME projects are developing courses, learning how to work with traveling students and flexible teachers, and paying attention to the issues of learning across state boundaries.

Project ESTRELLA, which focuses on secondary students, began work with an assumption that students would use online courses provided by NovaNet. These courses can be taken by anyone with a laptop, appropriate passwords and a modem connection. ESTRELLA students are home-based in Texas, and will receive their high school diplomas in that state. The size and technological sophistication of Texas is a plus; all Texas secondary courses are online through the NovaNet system, and ESTRELLA students register for courses they need with approval of their school counselor.

Now other projects are expanding online course opportunities. The Kentucky Migrant Technology Project (KMTP) is stepping out to develop electronic courses. KMTP established course requirements and has contracted with 25 teachers who are already teaching these subjects. The teachers work on their own time to develop the online version, which draws on Internet resources rather than textbooks. These courses are true online courses, not modeled after distance learning. All the information is available at all times, and the teacher does not have to be online for the student to work. Courses include many website references and advice on finding data, information and materials.

KMTP began with core classes. These are mathematics, English, sciences, social studies, arts and humanities and practical living. Course design requirements include:

- Reflect innovation & creativity
- Address cultural sensitivity
- Be predominantly Internet-based
- Include instructional strategies utilizing the theory of multiple intelligences
- Elicit higher levels of thinking (Blooms' taxonomy)
- Provide engaging activities
- Align with KERA goals and KY Program of Studies

The courses will be available when completed by the teachers in early summer. While anyone can then view the course structure and read about them, to access the tests and quizzes it will be necessary to register with KMTP and work with a teacher. The acceptance and certification of course completion will be accomplished through the school, just like courses taken by daily attendance. Once the initial set of courses are up and running, KMTP will focus on adding language translation capability, and keeping the courses strong in content and learning focus.

In addition to helping students who need credits, these courses will serve other purposes. Many students need a refresher on some part of a course, perhaps in preparation for a standardized test. They can simply call up that part of the course and review the material. Teachers entering new fields, or teaching with a special certification, might be able to use the courses for their own learning, or to develop lesson plans. And because the website links and tips offer access to so much rich information, many students are likely to use the courses for independent research.

Now a third project, Oregon's InTIME (Integrating Technology into Migrant Education), is working with a school district to see if NovaNet courses for high school students can be added to their project. Most of the Oregon migrant student population moves within the state, thus remaining in the Oregon school system. The Ontario School District has agreed to try to align the NovaNet curriculum with the Oregon standards and benchmarks, and develop support materials in Spanish. This new direction for InTIME not only expands their options, it allows the project to build upon he work of ESTRELLA and KMTP to serve mobile students.

OME • ESTRELLA • KMTP • InTIME • OME • ESTRELLA • KMTP • InTIME

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Webmasters Revealed—Who Are Those Guys?

Luis Muench

At the electronic heart of each of the six Migrant Education Technology Projects is a webmaster—someone who keeps everyone electronically connected, someone who keeps equipment up-to-date and running, someone working hard to help students achieve.

All are male, all are young, all are eager, creative, resourceful, and all are committed to making technology work for students and families. Last September these webmasters met in person for the first time, as they joined in the fall meeting of Project Directors in Washington, D.C. The Office of Migrant Education supported this meeting to exchange information and build bridges between the projects, so that everyone can benefit from the experience and learning of each project. Here are some snapshots of these vital folks.

Luis Muench, Project MECHA, a graphic artist by training, holds a degree from the University of Miami at Coral Gables. Luis taught himself to use computers. When he was in college, desktop computers were new, and his teachers thought computers were "bunk." Luis saw the future differently, and points out that computers have "elevated design to new places, so artists can practice their craft differently."

The Project MECHA technology of choice is WEBTV. Luis is able to make frequent changes in the website, which has many options for audio and video, due to the responsiveness of the technology. He has learned what the MECHA students like to see and hear, and is something of a deejay online. He strives to make it clear that the worldwide web brings communications, networks and databases within reach, so these resources serve the needs of everyday work and learning.

A friend who knew of MECHA's search for a webmaster suggested that Luis interview. Luis says of his job, "My work is always changing, I am never in a rut, and I can go in any direction I want. There is great creative freedom." The artistic creativity that Luis nurtured in design training has blossomed into a creative approach to online service. His strong connection with MECHA kids is a great bonus.

At the opposite corner of the continental United States from Luis in Florida, **Corey Knox** operates the website for Oregon's **InTIME** (Integrating Technology Into Migrant Education). Like Luis, Corey did not set out to become a "tekkie." He attended a small school that had no computers, and majored in Japanese at the University of Oregon.

Perhaps because his early training was not technical, Corey brings great openness to his job—and finds that people around him are delighted to have him experiment and try new approaches to making technology work for kids and families. Many of the Oregon migrant farmworker families move within the state, rather than crossing state lines, so a wide variety of technology programs and choices can be tested by the InTIME leaders and project partners. Corey has tried to ensure that all the systems are simple to use and transparent to newcomers. His goal is the elegant simplicity that physicists speak about.

Corey Knox

Corey found his niche at InTIME through his mother, Carolyn Knox Quinn, who directs a research project using computer notebooks connected via infrared inks. Corey also supports other technical activities for the Educational Support District where InTIME is housed. About his job, Corey says, "It's a blast!"

SYNGERY's Joe Bennett trained in elementary education at Western Michigan, but the job was not a good fit. He shifted to computers and became a software specialist with a specialty in databases. This meant he ran a helpdesk, and had to give advice on all kinds of computer and software questions to all kinds of people. Because of his training in education and his ability to deal with every possible question and every level of understanding about technology, Joe was a natural when his brother-in-law, a teacher in

Joe Benett

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Michigan, mentioned the SYNERGY job opportunity.

Joe brings all his talents to work every day, managing the website, working with technology applications, and generally shoring up SYNERGY. A special bonus for project participants is Joe's talent as a magician. Tricks are always appearing – at work, at local fairs and events, wherever Joe happens to be.

Mike Martin

Joe is not the only webmaster with an education background. **Anchor School's Mike Martin** taught in an elementary/middle school for 12 years. Mike received a Master's Degree in education technology in 1990, and points out that the technology he mastered is now 90% obsolete. But he became more and more interested in using technology to reach students.

When Mike's wife moved to Atlanta for a new job, Mike saw a newspaper advertisement for the Anchor School job. His position, like Corey Knox's, includes additional hours spent in other projects. Mike became a father late last year, and has learned that being up at night gives you extra opportunities to work on the computer.

The webmaster for Kentucky's **KMTP, Dave Muehl,** has a background like Corey Knox and Luis Muench – not a traditional pathway to high tech glory. Dave holds a degree in biology from the University of Louisville, and was headed for medical school when he made a change of course. Dave became excited by medical informatics, and increasingly pursued technology applications.

Dave was hired through a newspaper ad, and was one of three people selected for a final interview. Dave chose the job because of "the friendliness of the people, the work environment, and the opportunity for artistic creativity and design."

A Renaissance man, Dave composes music and writes. He has albums and books to his credit, including an "anthology of my own poetry." Dave loves to create and build, and believes that "craftsmanship is the most satisfying thing in the world.

Dave Muehl

Benjamin Macias, Project ESTRELLA's webmaster and technology tutor, holds a degree in Spanish, and taught in a rural high school. Like Luis Muench and Corey Knox, Ben taught himself to use computers. Currently Ben is working toward a master's degree in Business Administration at the University of Texas/Pan American. The only one of the webmasters to have worked in agriculture himself, Ben knows from experience the obstacles facing the kids. He remembers that he "had to work all the time, and it was difficult to get schoolwork done."

Perhaps because of this, Ben has shown a special ability to bond with students in his project, and stays in very close touch online with all the students, their families, and the cyber mentors at University of Incarnate Word. (Some students have reported that Ben is a ghostly presence, because messages from him tend to appear on the bottom of their computer screen when they are not paying attention!) Because Ben's office is in Weslaco, Texas, and most of the ESTRELLA staff members are in Chicago, Ben is a contact point for dozens of families.

Ben Macias

Before this job, Ben was a social worker. He concluded that what he was doing was not empowering for families, and he wanted to do something that would translate into skills and better choices for young people. He saw a newspaper advertisement for the position and applied. This meant that Ben, as a finalist in a hard competition, had to spend his Christmas holidays completing a problem-solving challenge as a test for the position.

"If I am able to reach a student I make a difference. I see the light come on in their eyes." There is a lot of light coming on in the Rio Grande Valley these days—and all across the country as Migrant Education Technology webmasters keep things running, jumping and pumping to keep kids learning.

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Migrant Education Technology Projects

Anchor School

The Anchor School Project providing educational continuity for selected students and families migrating from Dade and Collier counties in Florida up the Eastern Seaboard.

Dr. Jean Williams
SERVE, Inc
(336) 334-3211 Phone
(336) 334-4671 Fax
jwilliam@serve.org
serve.org/anchorschool

InTIME

Serving Oregon's 22,000+ K-12 migrant students and their families through public television, electronic assessment and technology-integrated learning.

Mr. Larry Tucker
Migrant Ed. Service Center
(503) 391-9480 Phone
(503) 391-9490 Fax
tucker1@willamesd.k12.or.us
www.intime.k12.or.us/

MECHA

MECHA supporting migrant children and families in Miami-Dade County, Florida via Web.

Dr. Janie Greenleaf
Barry University
(305) 899-3031 Phone
(305) 899-3032 Fax
greenle@bellsouth.net
mecha.barry.edu

KMPT

The Kentucky Migrant Technology Project using technology to meet the needs of K-12 students, migrants and families migrating to and from Kentucky. This website includes many resources and materials you can print from.

Mr. Michael Abell
Ohio Valley Education Cooperative
(502) 647-3533 Phone
(502) 647-3581 Fax
mAbell@ovec.coop.k12.ky.us
migrant.org

ESTRELLA

Maintaining continuity of education for migrant students who move between Texas and Illinois. Students who migrate to Illinois from Texas and Mexico are assessed in their home language and in English.

Ms. Brenda Pessin
Illinois Migrant Council
(312) 663-1522 Phone
(312) 663-1994 Fax
brenda_pessin@msn.com

SYNERGY

Meeting the needs of elementary migrant students who move from Texas and Florida into Michigan.

Ms. Margaret Madigan
Michigan SEA
(517) 373-4231 Phone
(517) 373-4589 Fax
madiganm@state.mi.us

Linking_Learning updates the education community and others regarding six projects funded by the Department of Education. These projects test the utility of technology to improve learning opportunities and life choices for students in migrant labor families.

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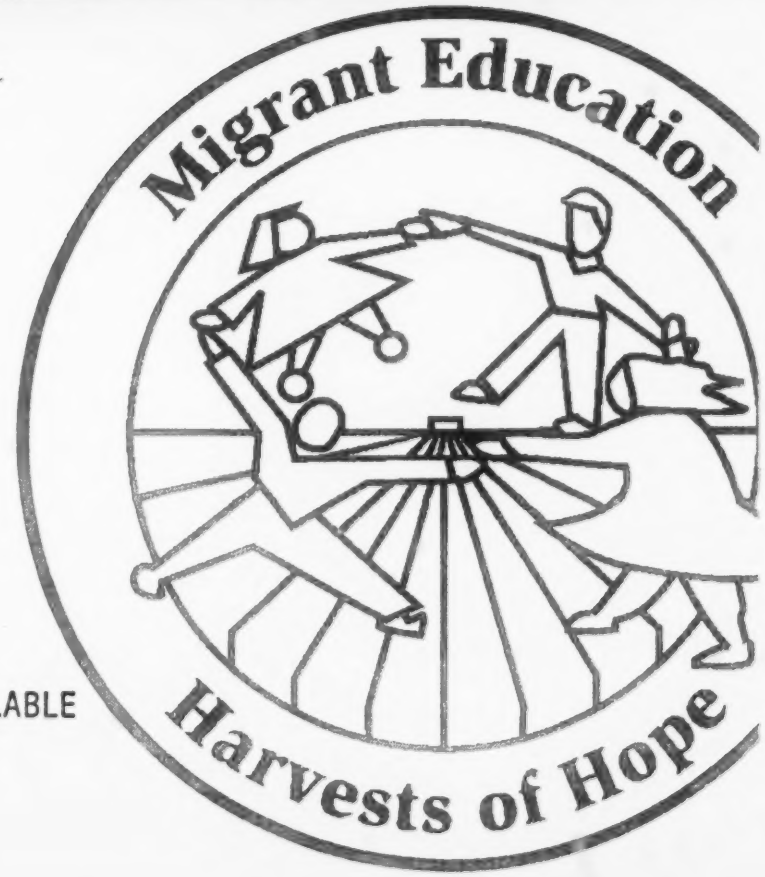

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Fall 1999 MIGRANT EDUCATION TECHNOLOGY PROJECTS

Families Make TV a Learning Asset

Is television good or bad? How can parents make television into a positive learning tool, instead of using it as a baby-sitter or letting it teach violence and stereotyping?

Oregon Public Broadcasting, a partner in the InTIME migrant education technology project, has answers and actions for these questions. OPB staff Adriana Cañas, Slavica Bubic and Marion Rice deliver lively Ready to Learn workshops for pre-school and young children, families and educators, demonstrating how to recognize "teachable moments" and take advantage of them, as well as how to tame the media beast. The objective is to give parents and teachers tools and techniques for using television, as well as basic methods for teaching in the home and early school environment, so that the valuable early years in a child's life include lots of learning.

For example, at Yamhill County migrant summer school this year, Adriana found herself working with 29 four and five year olds. She read "Politos" to the children, and asked them where baby chicks came from. (Adriana had her new baby daughter with her, so the children could consider how other creatures come into the world.) Then Adriana showed a clip from Plaza Sesamo with baby chicks hatching. "Wow," says Adriana, "Now we had plenty of active viewing."

The learning activity Adriana had planned, making baby chicks and decorating them with feathers, was abandoned when the children began to play with the feathers Adriana passed out. "One boy blew his feather and that led into an exploration of the properties of a feather. I asked the children what they thought would happen if I dropped a pencil and a feather at the same time, which would hit the floor first? What excitement! I had one boy stand on a chair so we could find out."

"I asked the children why they thought the pencil would fall first...'¡Porqué está mas grande!' (Because it is bigger!) '¡Porqué está mas rápido y fuerte!' (Because it is faster and stronger!) Soon the children were finding other things in the classroom to see what would fall faster and the feather was not in the competition anymore, it was crayons against markers, blocks against books, and so on."

The classroom teacher learned some things too, and was struck with the effect of watching the video clip; the questions seemed to take on more importance for the children after they saw the chickens hatching on the screen.

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In workshops when parents are included, Adriana stresses to parents that they are the children's first teachers, that learning begins long before a child goes to school, and points out how objects found at home can be used for teaching. Ready to Learn workshops held in the evenings for families often attract parents as well as other siblings, and this is an important element for the OPB folks. "In the Spanish-speaking community it is sometimes hard to get fathers involved," says Adriana, "but enthusiasm for what we do spreads through word of mouth." Adriana, a successful and confident Latina who mixes an occasional Spanish phrase with English, shows the children that their own culture is valuable, and that they can be proud of their family background as well as proud of their new community.

At the close of the workshop each family selects a book to keep. Larry Tucker, InTIME Project Coordinator, points out, "This may be the first time the children have been read to by their parents; the children are sometimes surprised that their parents can read. This makes a wonderful connection for the kids between the value of reading and what their parents know and do." (According to Tucker, many migrant families simply do not own books.)

Ready to Learn workshops are based on an understanding of early childhood development. "Our activities are child-centered," says Marion Rice, OPB Senior Director of Learning Media. "We have activities planned but always listen to the children and are ready to 'bungy teach'...to take advantage of the magic that happens when children latch on to an inherently interesting object like a feather." Ready to Learn encourages parents to watch television with their children and be open to the spontaneous ways children explore objects, as well as to encourage active viewing and critical thinking about what television shows and tells. "We teach parents how to expand the notion of what television is to what television can be," says Marion.

A recent evaluation of Ready to Learn workshops conducted by the Institute for Communication Research examined outcomes from areas served by nine public television stations. Parents and children who participated in workshops were compared with families who received materials in the mail and families who received no material or instruction. Conclusions of the study were that parents who took part in workshops became more critical television viewers; six months after the workshop they watched with the children, watched more television designed for children, knew what their children were watching, and talked about programming with their children. They also were more likely to have rules for television viewing (amount of viewing, hours, tasks or chores to be completed first). Children who went to workshops had become more active viewers than their peers, and this effect seemed to increase over time.

The workshop parents also read more to their children, did more hands-on activities related to reading, and took their children to libraries and bookstores more than non-attendees.

Whatever the research outcomes, migrant families in Oregon are showing up to view, learn, read and think about what television offers, the importance of books, what families can do to make children Ready to Learn, and ultimately embrace life-long learning principles as a family. According to Adriana Cañas, "The parents have high goals and hopes for their kids, but they also sometimes think it won't happen. The parents may feel helpless, but we show them how to help the children, how to give them high expectations, give them confidence, and use the tools they have so the children can achieve."

"This may be the first time the children have been read to by their parents; the children are sometimes surprised that their parents can read. This makes a wonderful connection for the kids between the value of reading and what their parents know and do."

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Visual Learning Activities in ★ESTRELLA

by Jeri Kinser, Instruction Specialist, ESTRELLA

Visual Learning, the effective use of visual skills in the pursuit of learning, is a significant component of ★ESTRELLA. This summer all three receiving states involved in the project (Illinois, Montana, New York) tried to implement visual learning activities in collaboration with local summer Migrant Education Projects. In some cases, these activities were carried out by visual learning instructors, and, in other cases, by local staff who had received training in visual learning techniques. Training took place in all three states prior to the start of summer programs. A Visual Learning Teacher's Guide, initially developed last year with cooperation from the Polaroid Education Program, was revised this spring and disseminated at the trainings. Teachers were encouraged to try some of the lessons and to give feedback on how the lessons worked.

The Visual Learning Teacher's Guide has seven lessons as well as introductory sections with techniques for making good photographs and guidelines for critique. In Montana, Juli Reiten, visual learning instructor, had students discuss and evaluate their work. They learned techniques for taking portraits and action shots. In Illinois, Heather Romney, also a visual learning instructor, used the lesson "Stories: Imagining" to have students work on a story project that used images as a starting point. The images were either sequential in nature or seemingly unrelated, but students used writing to connect them. In another Migrant Education Program, Heather's students worked with the lesson "Family: Exploring" to document their families. One student documented her grandparents and, according to Heather, made "beautiful portraits that were expressive and moving." In New York, the lesson "Autobiography: Expressing" was used as students made an image that was a metaphor for their personality. One student took a picture of a sunflower and then wrote a description to show the link between the image and her personality.

Juli worked with Patty Castillo and her teacher, Al Prewett, in Fromberg, Montana during the month of June. Patty took pictures with not only color film but with black and white as well. They also worked with the lesson "Family: Exploring" from the Visual Learning Teacher's Guide. Patty took the camera home to take pictures of her family. Then, as a final project, she wrote a poem about her mother and scanned a picture of her into the document. This poem will be included in the next edition of Estupendas ★ESTRELLAS Laptop Talk. The collection of pictures of her family was displayed at the annual Family Fiesta Night.

Whenever possible, efforts were made to integrate visual learning activities with classroom activities. For example, in New York, visual learning techniques were used in a health lesson. Students used images and writing to convey what wellness meant to them. One group of Heather's students in Illinois integrated the use of their cameras with their Project SMART geometry assignments. Students looked for parallel lines at home and photographed them. They drew triangles that connected objects in their houses. They also worked on an autobiographical project that used the basic idea of geometry as a method of surveying and identifying various points, such as their favorite activity, object, or person, and associating them in order to describe themselves. All of Heather's students made handmade books to display their photographs.

The Visual Learning component of ★ESTRELLA provided students this summer with the opportunity to combine images with writing. Students expressed their creativity and imagination using such tools as the Polaroid Instant Camera, the Polaroid Scanner and Microsoft Word. Secondary students were the main focus, but the visual learning techniques benefited a larger group of students as well. Students from Pre-K-High School participated in making images and writing. All in all, it was a successful summer for visual learning and, as one instructor commented, "I believe this was a good enrichment to the course work."

kids in spa

Migrant Children Go to Space Camp

By Christy Casbon, Communications Specialist, SERVE

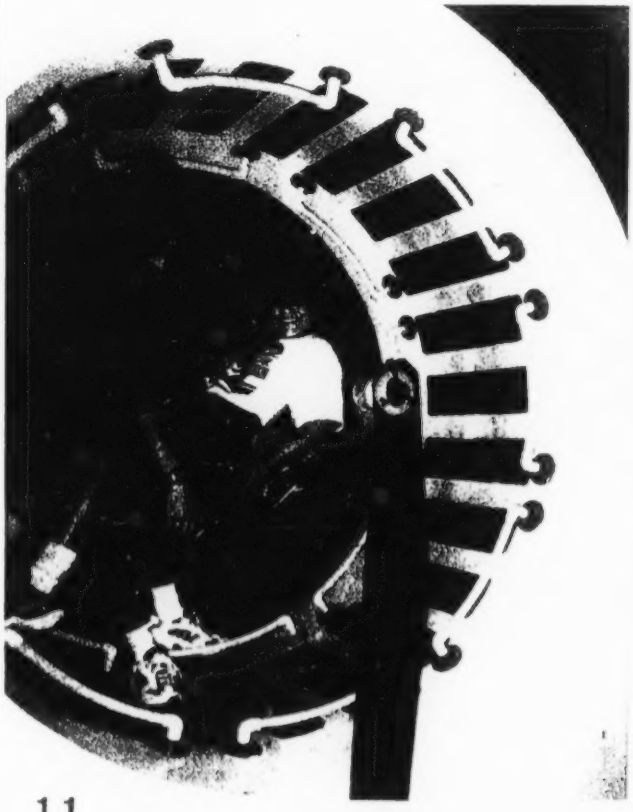
Each year thousands of kids nationwide attend weekend camps where they meet new people, learn new skills, and create new memories. This past spring, six migrant grade-school children not only stayed in touch with their schools they touched base with the stars. Thanks to SERVE's Anchor School Project, these children were able to go to Space Camp.

On Friday, May 28, 1999, six second, third, and fourth grade students from three schools-Manatee Elementary, Naples Park Elementary, and Village Oaks Elementary-traveled to Titusville, Florida, to participate in NASA's Parent/Child Space Camp Program. Along with their parents, two from each of the three sites, and one translator, the children got to build and launch their own rockets, act as Commander, Pilot, or Flight Director on a mission, and undergo various space simulations. One of these simulations, the 1/6th Gravity Chair, allowed the kids to experience the sensation of walking on the moon. Another was the MMU (Manned Maneuvering Unit), which demonstrated shuttle astronauts' ability to maneuver in space. In addition, kids got to experience the 5 Degrees of Freedom trainer, which simulates movements in microgravity.

This learning experience this summer was one of the new experiences for children in SERVE's Anchor School Project.

Elsa Hernandez, the Anchor School Project Coordinator, said, "This project offers the kids a way to stay in contact with home base as they travel throughout the United States." Hernandez said that space camp taught kids that they have opportunities that extend far beyond working in the fields. The

"space camp taught kids that they have opportunities that extend far beyond working in the fields."



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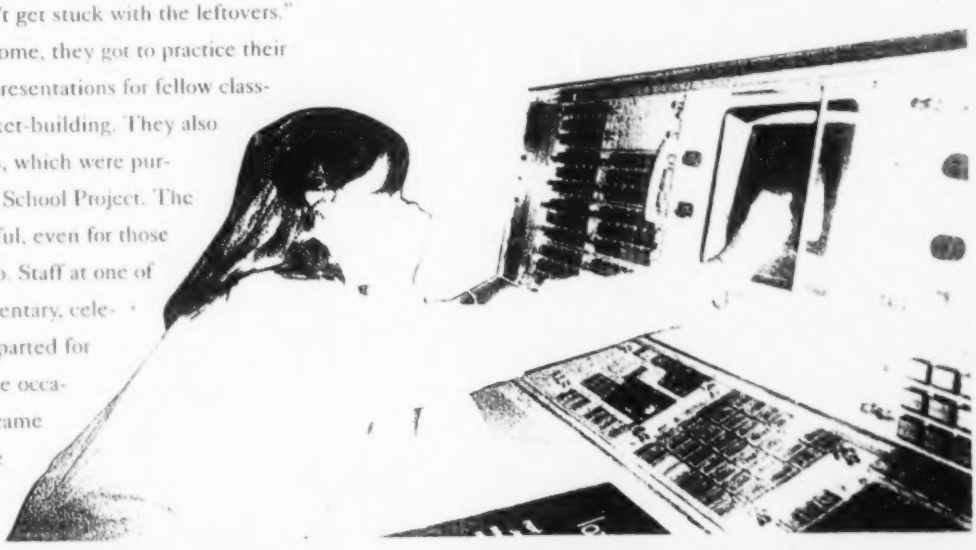
program empowered and excited the children, giving them hope for their future. The weekend gave the students more than hope, however. It gave them tangible things like the opportunity to teach their peers. While at camp, the migrant children were able to show off their digital cameras, which the Anchor School Project provided. Other young campers asked the migrant children what the cameras were, where they got them, and how they were used. "The migrant kids were out in the forefront," Hernandez said, "getting a chance to instruct others. It was a great experience for them, not only because they got to teach but because, for once, they were offered new equipment and didn't get stuck with the leftovers."

Once the kids returned home, they got to practice their teaching skills again by doing presentations for fellow classmates on the "how-to's" of rocket-building. They also got to show off their space suits, which were purchased for them by the Anchor School Project. The overall experience was wonderful, even for those students who weren't able to go. Staff at one of the schools, Village Oaks Elementary, celebrated the day the students departed for camp by providing lunch for the occasion. Then all of the students came outside to wave goodbye as the migrant children left for camp.

Hernandez said that they're hoping the six families who went to Space Camp in May can act as mentors to future teams. "We plan to send another batch of kids before December," Hernandez explained. "And I must admit, I hope I get to go along next time. I'd love to watch the kids in action!"

"The program empowered and excited the children, giving them hope for their future."



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Kentucky Kids Explore and Learn

This summer, the Kentucky Migrant Technology Project (KMTP) piloted a Community Learning Center program, designed to reach more students by combining learning and traditional summer fun. KMTP serves a scattered migrant community in several school districts, and is always on the lookout for new contacts and new ways to serve students.

Lisa Cheak and Dora Saposnik, KMTP student family educators, along with Kari Elam, the project's ESL Specialist, wanted to test a new approach designed for vacation time, and they wanted to work in a new community. Lisa and Dora determined that Eminence, KY, was particularly promising. Eminence has a growing Hispanic population concentrated near a strong community center. Cindy Wade, the center's Activity Director, wanted to do more for the Spanish-speaking neighbors but had no additional resources.

KMTP worked closely with the district's migrant advocate, who operates a home-based summer tutoring program, to attract more kids to the center. The advocate carried tokens for kids during home visits. If a student was working well in their tutoring program or showed a positive interest in learning, the migrant advocate left a token. The token could be then exchanged for a small prize at the KMTP-sponsored community center program.

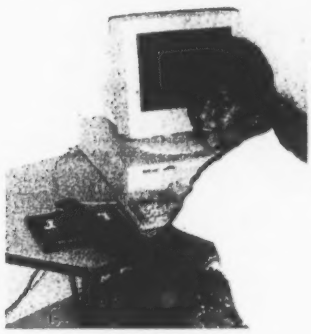
Lisa, Dora and Kari Elam, a KMPT staff member with strong Spanish language skills, worked with Cindy at the Eminence site two days each week. Attendance ranged from three students to sixteen, and Lisa adjusted the program to fit the needs of whoever showed up. Good software and laptops were always available, as well as arts and crafts and gymnasium activities. The program operated two days a week for six weeks.

Attendance went up on the day each week that was reserved for a field trip. With a van and bag lunches, Cindy, Lisa and Kari took the kids exploring– to teach them new things and to give them a broader exposure.

"Where are the tigers? Where are the lions? Can we ride the train?"

Lisa says that these comments were typical. "These children are no different from any group of children, except that they speak Spanish, and for many it was the first time they had been to the Louisville zoo. They thoroughly enjoyed everything from the bus ride there to the sack lunch and, of course, the zoo train rides. We knew the trip was a success when half of them fell asleep on the way home, exhausted from an eventful day."

Trips to downtown Louisville, the science center and other destinations added to a stimulating summer for the students. Mike Abell of KMTP says that lessons from the pilot effort include the importance of having a KMTP staff person participate actively, and paying attention to transportation. In another pilot area where migrant families were not concentrated near the center, it was more difficult for the children to come. KMTP plans to build on this work for next year's programs.



MECHA Migrants Talk to Teachers Online

Keeping kids learning through the summer at home and "up the road" was the summer goal for Project MECHA. MECHA is testing Web-TV units as the technology link for students, teachers and families from the Homestead, Florida area. Web-TV is an affordable technology that operates through a standard television monitor, and enables the project to provide continuity in instructional activities, a variety of information, personal connections and resources anywhere they are needed.

In summer of 1999, for MECHA as for other migrant education technology projects, some students stayed near home while others traveled for work and family visits. The students on the move maintained contact with the project by e-mailing their travel and experiences to MECHA teacher Adriana Martínez. In addition, they received assignments and online recreational activities. MECHA teacher Beatriz Vidales taught 15 students at the South Dade Migrant Housing center, and Rosa Farfan worked with 20 MECHA students at the Florida City site. Students received instructions for academic skill enhancement in reading and writing. Online group learning activities were the motivation and stimulus for many students. (Both sites serve the Miami-Dade County Public School system.)

Extra effort went toward staying in touch with traveling students this summer, so Adriana Martínez had a full-time job keeping up with everyone. A sampling of the online messages to Miss Martínez gives some flavor of young learners attempting to communicate with the Project and tell about their activities.

"Thank you very much I just let me mom read your email so shes like ok!!thank you very much! I'll be waiting for Monday to come!! bye love, antonia"

"To begin I just sended you one of my favorite sites online! I love to hear about all the beautiful things of hispanics!!! This site has some lyrics of the most famous tejano singers!! This site also lets you know about the events that take place in Texas! But it would've [been] better if it showed events that took place in homestead, fl."

"Ms. Martínez I am so sorry of the message that my little brother send to you he is only 3"

"Hi this is me...Writing to the Mecha teachers. I always use the Webtv after 12:00 and 3:00 p.m."

"I got your message and I use my webtv like 4 times a week. Today I am going to time magazine."

"I am not forget you but I wasn't here I went to My aunt house for three weeks and I have fun with my cousin we play games and we went to the beach O and let me tell you my sister is ready to go to school... Well I hope you o.k. and have some fun to."

"I'm 15 years old, I was born in Miami on October 14. My hobbies are to go out and hang out with my best friend and my other good friends. My favorite sport to play is soccer. I've played it for four years in AYSO. I'm going to play this year again. In my family I got 2 sisers and 1 brother. I live with both my parents. I got one of the greatest aunt's in the world her names is ___, you might know her because almost everyone knows her."

"Miss Martinez I want to see you in florida city."

"Hi! My name Martin. nice to meet you over the Webtv it was nice of you to email me for the summer mecha project to help the migrant's. Miss Martinez when are you going to send me my first assignment over the webtv?"

"I was able to E-mail you because I cam home but I'll be leaving tonight to the Farmer's Market in Columbia to sell tomatoes. There are only public phones there. But when I come home again I E-mail you."

"Miss martinez. I love you like a teacher."

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Migrant Education Technology Projects

Anchor School
Providing educational continuity for students and families migrating from Collier county in Florida up the Eastern Seaboard.
Dr. Jean Williams
SERVE, Inc.
(336) 334-3211 Phone
(336) 334-4671 Fax
jwilliam@serve.org
Bonita Springs Office
1-800-755-3277
www.anchorschool.org

InTIME
Serving Oregon's 22,000+ K-12 migrant students and their families through public television, electronic assessment and technology integrated learning.
Mr. Larry Tucker
Migrant Ed. Service Center
(503) 391-9480 Phone
(503) 391-9490 Fax
tucker1@willamesd.k12.or.us
www.intime.k12.or.us/

MECHA
Supporting students and families migrating north from Dade County, Florida, via WebTV.
Dr. Janie Greenleaf
Barry University
(305) 899-3031 Phone
(305) 899-3032 Fax
jgreenleaf@mail.barry.edu
www.mecha.barry.edu

ESTRELLA
Maintaining continuity in education for secondary students home-based in Texas who migrate to Illinois, Montana and New York. Laptop computers and people keep students tracking toward high school graduation.
Ms. Brenda Pessin
Illinois Migrant Council
(312) 663-1522 Phone
(312) 663-1994 Fax
brenda_pessin@msn.com
www.estrella.org

KMPT
Using technology to meet the needs of K-12 students, drop-outs and families migrating in and near Kentucky. This website includes many resources and materials you can obtain free!
Mr. Michael Abell
Ohio Valley Education Cooperative
(502) 647-3533 Phone
(502) 647-3581 Fax
mAbell@ovec.coop.k12.ky.us
www.migrant.org

Linking Learning updates the education community and others regarding five projects funded by the Department of Education. These projects test the utility of technology to improve learning opportunities and life choices for students in migrant labor families. For more information or to obtain back copies of this publication, contact anyone listed below. Current summaries of project activities can be found online at www.ed.gov/offices/OESE/MEP/summaries2.html

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